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ABSTRACT

Prepared for educators interested in correspondence, broadcasting, and other media, this newsletter summarizes recent events in extension education programs around the world. This issue contains: (1) a cost analysis of duplication processes; (2) notices for several on-going international projects; (3) an article on educational reforms in Peru; (4) a questionnaire for a survey on educational resources for distance teaching; (5) a report by the Botswana, Lesotho and Swaziland Correspondence Committee; and (6) a list of documentation centers in the field of educational development. (EMH)

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A non-profit-making educational body

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABOUT DISTANCE EDUCATION

No. 3, July 1976

About Distance Education is prepared for and by people who are interested in the provision of education through correspondence, broadcasting and other media. It aims to inform readers of the work which is going on in various parts of the world and to enable those engaged in such work to tell others what they are doing and what problems they face.

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Printing written material by Alan Etherington

In distance teaching, a lot of printed material is used. This printed material needs to be easy to read, attractive to look at, and cheap. The machines used for printing should be reliable and easy to maintain. The machines themselves should be as cheap as possible and the cost of running them should be low. Philip Baker talked about these problems in About Distance Education no. 1, on p8. He estimated then that if you use a million sheets of paper a year, it is more expensive (by 60%) to use a duplicating machine than to use an offset printing machine. Even if you use 60,000 sheets of paper a year, offset printers are still cheaper.

His estimate was based on the cost of materials in Lesotho at that time. But we decided that it would be better if people in other countries sent us information about their printing costs, too. So we asked readers to fill in a questionnaire about their equipment and the problems they had met with it.

We heard from sixteen organisations. Nine were in Africa. There were two in Botswana and one each from Ethiopia, Lesotho, Malawi, Mauritius, Mozambique, Swaziland and Zambia. Six of these came from correspondence colleges. One was from a documentation centre, one was from an extra-mural services department of a university, and one was from an agricultural services department. These nine institutions owned 29 printing machines between them. Fifteen of the machines were offset printers and 14 were duplicators. All of the offset printers and 5 of the duplicators belonged to correspondence colleges.

	Offset Printers	Duplicators
Correspondence colleges	15	5
Others	-	9

Most of the correspondence colleges only used duplicators for short letters which didn't need to be sent to many people. The correspondence colleges realised that offset printers are cheaper than duplicating machines if you need to make a lot of copies.

The average age of the 14 duplicators was about 6 years. Some began working in the late nineteen-fifties and were still working well. The offset printers were mostly younger than the duplicators. Their average

age was about five years. The average price of duplicators was £420 and the average price of offset printers was £1 600. The price of both has increased a lot in recent years.

Most of the machines were made by Gestetner. Most people thought that Gestetner machines worked well. They also thought the Gestetner company was helpful in maintaining the machines and in providing spare parts. But the Lesotho Distance Teaching Centre complained that when they bought a Gestetner machine, they didn't receive a handbook telling them how to use it. So they had to learn how to use it by trial and error. Because of this they lost a lot of time and money. Probably the Gestetner company is more efficient outside South Africa.

Most of the other machines were Multilith or Roneo. The majority of people who mentioned these said they didn't work very well. One person said that Gestetner was usually best in Africa, but Roneo was best in India.

Now that we have read all your answers, we would like to give you several pieces of advice. These are:

1. If you print more than 1 000 sheets of paper a week, choose an offset litho printer.

2. It is worth choosing the best printer you can find, and paying him a high salary if you can afford it. A person who cares for his machines is worth his weight in gold.

3. Before you buy a printing machine, look at all the machines which are available.

4. Choose a good supplier. Make sure that they have plenty of spare parts, and that they know how to mend the machine if it breaks down. Talk to other people who have bought machines from them and see what they think of them.

5. Get a handbook which tells you how the machine works. Insist that an experienced technician should install the machine and that he should be ready to help you if anything goes wrong.

6. Prices will probably continue to rise, so it's probably better to buy soon.

NOTICEBOARD

Study Centres

The Lesotho Distance Teaching Centre, whose students face formidable problems of geographical isolation, is planning to establish a network of study centres where students can come and work in an appropriate setting, and where they can meet supervisors and fellow-students.

LTDC's experience is forming the basis for one of the next series of IEC Broadsheets on Distance Learning. In addition, we would also like to include references to different approaches to the function and administration of study centres, so as to give as broad a picture as possible. If your institution runs study centres and if you are interested in sharing your experience, please write to:

Paud Murphy
Director
Lesotho Distance Teaching Centre
PO Box 178
Maseru
Lesotho

All assistance will, of course, be given due acknowledgement in the Broadsheet.

Commonwealth correspondence survey

The Commonwealth Secretariat has just published a new edition of Correspondence Institutions in the Commonwealth. This report was prepared by IEC. It includes information about 75 government or non-profit making correspondence colleges. Some of them are attached to universities and teacher training colleges, some of them offer secondary school courses to adults, and some are working in non-formal adult education. IEC has prepared the report in order to make it easy for people working in correspondence education to share their experiences and help each other.

The book costs £1 and you can order it from Commonwealth Secretariat Publications, Marlborough House, Pall Mall, London SW17 5HX.

Rural education in Tanzania

The Christian Council of Tanzania is presently embarking on a survey of educational activities in the rural development field as a preliminary to setting up educational programmes with a strong skill-learning content in ujamaa villages. The sort of areas they are looking into are:

integrated rural development
small-scale industries for rural areas
applications of appropriate technologies
designs and drawings of simple machinery and tools for rural occupations
upgrading schemes of indigenous skills and work techniques

The Council is anxious to get in touch with institutions or individuals who are running programmes of this sort or who are knowledgeable about them. If you think you can help please write to Ulrich Kill, PO Box 2537, Dar es Salaam, Tanzania.

Teaching aids for health education

Teaching Aids at Low Cost (TALC) is part of the Institute for Child Health of London University. It produces booklets which have been prepared especially for developing countries. The books are written in simple English and are intended for use mainly by health workers and auxiliaries. They cost between 20p and £1.40. The titles are:

HEALTH CARE IN CHINA

MEDICINE IN CHINA

IRAN. Report of the Commission on Health and Medical Problems

NUTRITION IN DEVELOPING COUNTRIES

CHILD HEALTH CARE IN RURAL AREAS

PAEDIATRIC OUT-PATIENT MANUAL

SYMPTOM-TREATMENT MANUAL

CARE OF THE NEWBORN BABY IN TANZANIA

SIMPLE DENTAL CARE FOR RURAL HOSPITALS

NUTRITION REHABILITATION VILLAGE

HEALTH CARE OF CHILDREN UNDER FIVE

VISUAL COMMUNICATION HANDBOOK

MEMORANDUM ON TUBERCULOSIS IN DEVELOPING COUNTRIES

MEMORANDUM ON LEPROSY CONTROL

Learning and Culture

IEC has recently started a practical research project on how people's cultural background affects the way they learn. The aim of the project is to produce a practical handbook for writers of distance teaching materials for use in a variety of different cultural situations. It will be designed to be of particular value to those working in distance education in Africa. The work will be based on a survey of experience of the problems of learning and teaching especially as they affect adults in nonformal education. The survey and research are being financed by a grant of £10 414 from the Ministry of Overseas Development. The research will be carried out by Ms Janet Jenkins with guidance from Mr Hilary Perraton of IEC and Mr ARG Prosser and Mr WA Dodd of ODM.

The research is based on IEC's experience in Africa. In developing teaching materials for distance education in various African countries the IEC has come up against problems of perception and understanding particularly among adults. The aim of the research is to identify areas where such problems are of particular concern in distance education, so that teachers and writers can be more aware of them. The handbook will be designed to help people producing educational materials to know what problems others have encountered or are suggested by theory. Thus it is not intended to produce a set of statements about how different people think or perceive; rather it will give specific guidance to those concerned with the production of teaching materials on the questions they need to resolve in order to teach effectively.

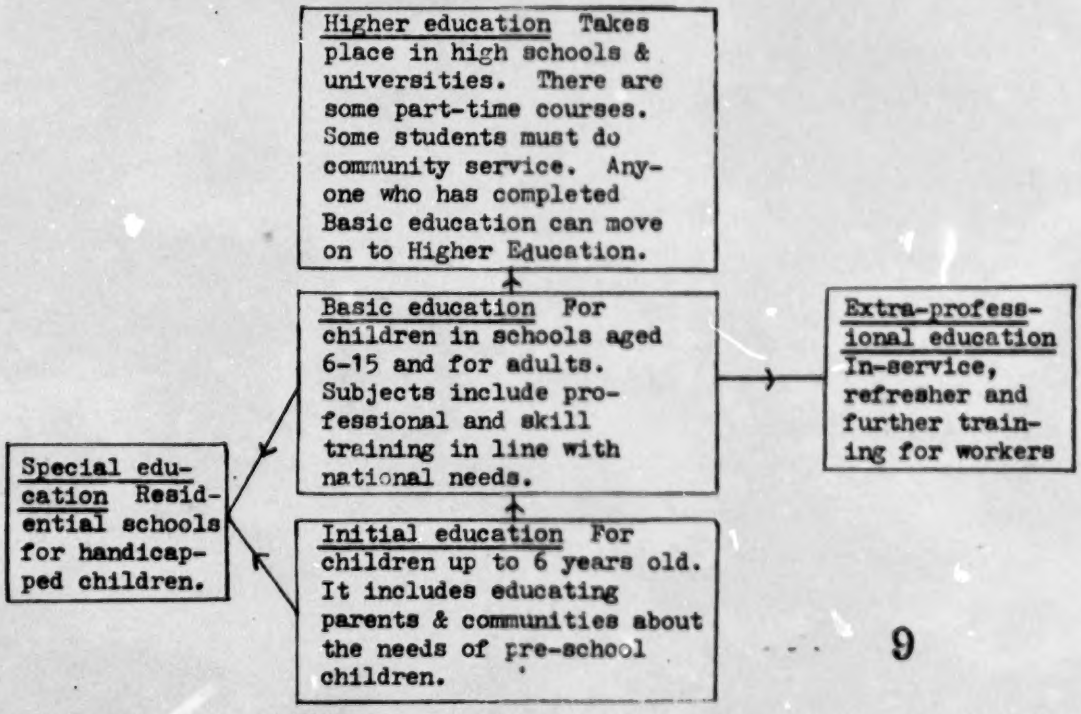
Educational reforms in Peru

Important social changes have been happening in Peru since 1970. The government wants to make Peru independent of foreign aid and it also wants to spread the country's wealth to all sections of the population.

In 1970 the government asked a group of professional educators to write a report on the educational system. The group's report said that the educational system was not helping the country's development, it was only helping the rich and powerful classes to remain rich and powerful. The report said that it was necessary to change the educational system in order to help the country carry out social reforms.

There are three important differences between the new system and the old one. Firstly, the new system is bringing opportunities for education to everyone in the country. In this way, education can change society. Secondly, it is trying to train people in skills and professions which the country needs for its development. And thirdly, it is giving responsibility for education to local communities.

In the new system, there are five 'levels of attainment'. These are Initial, Basic, Higher, Extra-professional and Special. People join the level which is most appropriate to their ability. The levels are not related to the number of years a person has studied. The following table shows how they work.


Higher education Takes place in high schools & universities. There are some part-time courses. Some students must do community service. Anyone who has completed Basic education can move on to Higher Education.
Basic education For children in schools aged 6-15 and for adults. Subjects include professional and skill training in line with national needs.
Extra-professional education In-service, refresher and further training for workers
Special education Residential schools for handicapped children.
Initial education For children up to 6 years old. It includes educating parents & communities about the needs of pre-school children.

The new system is coming in gradually and the change will be complete by 1986. In every community the new system will be supervised by a committee called a Communal Educative Nucleus. This nucleus organises all the services and resources in its area. In country areas the nucleus has a special responsibility for helping with agricultural reform. One of the jobs it does is to carry out functional literacy education for farmers.

There are 100 000 teachers in Peru, and all of them must take part in a compulsory retraining programme by correspondence. About 20 000 teachers have so far completed their training. The purposes of the training are: to explain the reasons for the social and educational reforms; to show the teachers how to use new teaching methods; and to provide continuing help and support to the teachers.

The correspondence courses for teachers are run by the Distance Education Department (DED) of the National Institute of Research and Development in Education. DED plans, administers and evaluates the courses. The courses are usually written by members of the Teacher Training Department of the Institute, but many of them are not accustomed to writing correspondence courses. DED gives them advice about this.

The student receives a 'package' containing the written course and other material. This other material is prepared by DED. It includes programmed texts, study guides and advice on how to study.

Feedback is provided mainly by an assessment of students which is made at a four-week summer school. DED also makes opinion surveys among students. It gets further feedback from a computer, which analyses the students' marks.

In future, radio and tv may be used with the correspondence courses. DED hopes to set up study centres too, because 40% of the students live in areas which are not reached by radio and tv and where postal services are bad.

The changes which are taking place in Peru are very important. Very few countries have been able to make such fundamental reforms in their society and their educational systems. The reforms in Peru are important also because they show how correspondence education can be used to help fundamental reforms to take place. If you would like to know more about these reforms you can write to Madame Teresa Ruiz, Marisal Miller 981, Lima 11, Peru.

A survey of resource and documentation centres for distance education

Many readers of About Distance Education are trying to make their own collections of books, audio-visual aids and other educational materials. Some are doing this in order to help their staff understand their jobs better. Some are collecting teaching aids to help their students to learn more. Building up a collection of materials like this takes time and costs a lot of money. Often, it helps if you can share in the work of other institutions. On p. 16 you will find a short list of documentation centres which you can write to if you want help with materials.

We want to make a list of institutions which are willing to share information or resources with others. We want this list to be as complete as possible. We also want to know what sort of materials these institutions have (books, audio-visual aids, courses, bibliographies) and what subjects they cover.

On the next page you will find a questionnaire which asks these questions in detail. If you have any books or other materials in your institution which you are willing to share with others, please fill in the questionnaire and tell us about it. In the next issue of ADE we will publish all the information we receive from you.

Questionnaire on educational resources for distance teaching

Q.1 How many books do you have?

Q.2 Do you have any non-book materials such as tapes, correspondence courses, slides, journals, kits, student handbooks, bibliographies, etc? If so, please tell us about them.

Q.3 Do you cover any of the following subjects? Put a line under the subjects you cover. In the space provided, please write any other subjects you cover.

Educational principles
Adult Education
Non-formal education:
    Agricultural training
    Health, nutrition and family planning
    Vocational skills like woodwork, building, sewing etc.
Teacher training
Correspondence teaching
Radio
Television
Audio-visual aids
School-level teaching
University-level teaching
Teaching of particular subjects (please list them here:

Other subjects:-

Q.4 What languages are your books in?

Q.5 Are your books mainly for students?
for course-writers?
for other staff?
for other institutions?
for other purposes? Please tell us what they are.
Please tick the right answer or answers.

Q.6 Do you offer any bibliographic or information services to other institutions? If so, please tell us about them.

Q.7 Do you have any list, catalogues, bibliographies etc. relating to your own resources which are available to other institutions? If so, please tell us what they are and how we can obtain them.

Q.8 Do you make charges for your services? If so, how much?

Thank you for completing the questionnaire. All your answers will be very helpful to us and to many other people.

Please send your questionnaire to:-

Judy El-Bushra
IEC
131 Hills Road
Cambridge CB2 1PD
Britain

THE BOTSWANA LESOTHO AND SWAZILAND CORRESPONDENCE COMMITTEE

Gordon Leech

Distance education in Southern Africa

Botswana, Lesotho and Swaziland are three countries in southern Africa which were once British protectorates. Together their population is less than two million. Until recently there was one university (the University of Botswana Lesotho and Swaziland) for all three countries. The University believed that adult education was very important, and set up a Department of Extra-mural Studies (DEMS) with branches in each country. DEMS encouraged each country to make plans for a distance teaching service.

Botswana was the first country to start distance teaching when it began the Francistown In-service Teacher Training scheme, which ran from 1968 until 1971. Following that, in 1972, Botswana set up the Botswana Extension College to run both formal and nonformal courses for adults. Lesotho was the next country to make plans for distance teaching, but it was the last to put these plans into operation. The Lesotho Distance Teaching Centre began in 1973. It runs courses for adults studying for exams, and it also helps non-profitmaking organisations in Lesotho (such as the Lesotho Family Planning Association) to prepare teaching booklets. Swaziland began distance teaching in 1971. That was when the present author went there as the first director of the Correspondence Centre of Ephesus House (the Centre is now called the Swaziland International Education Centre). The Centre helps adults in Swaziland who want to study for exams. William Pitcher College, a teacher training college in Swaziland, began an in-service correspondence scheme in 1972.

Why co-operation?

The distance education institutions from the three countries decided to co-operate. It made sense to co-operate for a number of reasons. Firstly, the three countries had similar educational backgrounds and wanted to introduce similar courses. Secondly, the formal courses in all three countries followed the same examination syllabuses. Thirdly, each country had a very small population and so could not afford to waste resources by doing the same thing three times over.

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On 29 November 1971, ten people from the three countries met in Gaborone, Botswana, to discuss how they could co-operate usefully. This was the first meeting of the Botswana, Lesotho and Swaziland Correspondence Committee.

What does the committee do?

That first meeting mainly discussed outlines of plans and possible ways of working together. After that the group has met twice in each year. As always with such meetings, we have learned a lot from informal contact outside meeting hours. But BLSCC meetings include more useful discussion, and less fruitless formalities, than is usually the case. The committee has done many valuable things.

Members of the committee have written courses together, for use in all three countries.

The committee has approached examining bodies, asking them to make changes in syllabuses in order to help external students.

The committee has held seminars and training sessions on such topics as nonformal education, course editing, course writing and study centres. And of course members are always sharing information and ideas.

The committee has sent representatives to meetings of the International Council for Correspondence Education and to the founding conference of the African Association of Correspondence Educators.

In 1973 the committee asked Dr Michael Young to carry out a survey of distance teaching in the three countries. The survey showed what we needed to do, and what we could do, in the field of distance teaching. One of the results of the survey was the Lesotho set up the Lesotho Distance Teaching Centre later that year.

The committee prepares a Newsletter which it issues twice a year between meetings. This carries new items and articles on work which is too specialized to be described at a meeting. The Newsletter is written for committee members, but we hope that more and more, other readers will find it interesting too.

How the committee works

All these things have happened without the committee possessing any money! The member institutions include ministries from the three countries, DEMS and the South African Council for Higher Education, as well as the distance teaching bodies mentioned above. Each institution pays its own travelling expenses and takes it in turn to act as host.

BLSCC has no authority. But it has not yet found any need for authority. If an idea is helpful, the members accept it freely.

The members feel that, after four years, BLSCC has proved its usefulness. But they are still trying to find a better name for it.

A first list of documentation centres in the field of education and development

AFRICA

Unesco Regional Office for Education
in Africa
Documentation and Information Section
PO Box 3311
Dakar
Senegal

Mme Nicole Vial
Head of Documentation and Library
INADES Documentation
BP 8008
Abidjan
Ivory Coast

LATIN AMERICA

Fundacao Mobral
CETEP/SEDOC
Ladeira do Ascurro 115-B
Cosme Velho
Rio de Janeiro
Brazil

Jose Arias Ordonez
Division de Documentation y Fomento Bibliotecario
ICFES
Carrera 3a, No 18-24
Bogota DE
Colombia

MIDDLE EAST

International Institute for Adult Literacy Methods
PO Box 1555
Teheran
Iran

EUROPE

Centre International de Documentation Economique
et Sociale Africaine (CIDESA)
7 Place Royale
B. 1000 Bruxelles
Belgium

Documentation Service
OECD Development Centre
94 rue Chardon Lagache
75775 Paris
Cedex 16
France

Agence de Co-operation Culturelle et Technique
Centre d'Information et d'Echanges Television
39 Boulevard de Magenta
75010 Paris
France

Information Department
National Audio-Visual Aids Centre
254 Belsize Road
London NW6 4BY
Britain

Agricultural Extension Centre
University of Reading
London Road
Reading
Berks
Britain

USA

Information Center on Instructional Technology
Academy for Educational Development
1414 22nd Street NW
Washington DC 20037
USA